This is an agreement between both the Mentor and Mentee of the SPs in a POD Mentorship Program for the 2025-26 academic year. This mentorship arrangement is for the purpose of professional support and ongoing skill development; it will not involve any formal or official evaluation of mentee performance. *If your mentor/mentee is unable to reach you for two months or longer, you may be asked to withdraw from the mentoring program.*

Both parties agree to the following:
1. Mentee and mentor will adhere to the standards set forth in the NASP Principles for Professional Ethics and any relevant legal regulations.
2. The mentee, as a credentialed school psychologist, is responsible for their own work; the mentor is not legally liable for or responsible for any actions of the mentee.
3. This mentorship relationship will begin in September 2025 and continue until July 2026. *Meetings can occur after the end date if agreed upon by both parties.*
4. Mentoring sessions will occur at minimum twice per semester (excludes introductory meeting) for approximately one-hour. The format of meeting can be either in-person, phone or virtual. The scheduled days and times will be discussed during the introductory meeting between both mentor and mentee. *Additional meetings are encouraged to build a solid relationship and provide opportunities for continuous growth.*
5. In the event that the mentor or mentee is unable to attend a scheduled session, all efforts will be made to inform the other party as soon as possible and the session will be rescheduled as soon as is feasible for both parties.
6. Respond thoughtfully and in a manner that regards timeliness as important to strengthening a relationship. Only in rare circumstances should your response take longer than one week.
7. Make an active attempt to attend both of the virtual check-ins with TASP to provide feedback in order to ensure both mentors and mentees receive support and resources and continued development of the program.

The mentor agrees to:
1. Maintain the credentials and/or qualifications necessary to practice or work in the setting in which they are employed.
2. Provide professional support to the mentee and recognize the supportive, as opposed to evaluative or supervisory, nature of the mentoring relationship.
3. Be available on an as-needed basis between scheduled meetings for consultation with the mentee (within reason).
4. Promote a safe environment for discussion by using nonjudgmental and supportive feedback.
5. Encourage adherence to ethical principles in complex situations, promote ethical development of the mentee, and ensure the relationship remains non-exploitative.
6. Maintain mentorship discussions as confidential, with the exception of circumstances in which the mentee, or another party (e.g. student) may be at risk for injury or harm.
7. Engage in self-reflection and self-care, and provide mentorship only in areas and on topics that are within the boundaries of their competence.
8. Suggest avenues to seek additional support (e.g., talking with other mentors, reading or resource recommendations) when specific topics exceed the expertise of the mentor.

The mentee agrees to:
1. Engage in self-reflection in order to set specific professional development goals for the mentorship experience in collaboration with the mentor.
2. Remain autonomous in their professional functions and decision making and retain responsibility and liability for their work as a credentialed school psychologist.

3. Act as a critical consumer during the course of the mentorship experience by asking questions and seeking clarification, pursuing professional development, and ultimately working to promote a mutually beneficial relationship.
4. Maintain open and honest communication with the mentor and provide sincere feedback to the mentor as requested.
5. Respect personal and professional boundaries of the mentor.

Suggested Topic List

This list is not meant as a recommendation for discussion and was developed as a tool to begin and foster conversations.

- ➢ Special Education Law (House Bills, Advocacy, TEA, Paperwork, Ethical Dilemmas)
- ➢ Understanding the role of a School Psychologist in the public school system
- ➢ Time Management (Caseloads, Coursework, Meetings, Direct Testing/Interviews etc..)
- ➢ Report Writing Techniques
- ➢ Evaluation Planning
- ➢ Effective Consultation (Teachers and/or Parents)
- ➢ Providing feedback to parents
- ➢ Explaining results in ARD meetings
- ➢ Explaining results to students
- ➢ Effective counseling methods
- ➢ Functional behavior assessments and behavioral intervention
- ➢ Behavior Analytics (Data collection and Interpretation)
- ➢ Understanding how to participate in MTSS/RTI meetings
- ➢ Analyzing RTI Data
- ➢ Dissertation Tips
- ➢ Determining and structuring research interests
- ➢ Self-Care as a Professional
- ➢ Career Goals and Aspirations
- ➢ Highlighting the importance of personal and professional identities